

# A Theoretical Framework for Journaling in Graduate Art Therapy Education Curriculum

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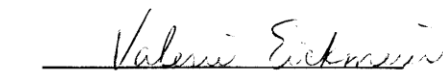
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## ABSTRACT

This paper examined the different ways in which graduate and undergraduate college students were required to utilize a journal as an academic tool, for the purpose of stimulating reflection and recording experiences. The use of journaling in academic programs was examined in the context of both implementation and assessment. Based on an understanding of pertinent learning theories, the underlying journaling frameworks, and perceptions of faculty and students, the journal was suggested as an academic tool to support learning and synthesis of information. By analyzing how and why journals are used in undergraduate and graduate college programs, a proposed curricular plan for the use of a centralized journal was established for application in graduate level art therapy programs.

*Key words: art therapy education, journaling, learning theories, reflection*

## DEDICATION

I would like to thank all of the faculty of the Masters of Art Therapy program at IUPUI. I would like to dedicate this thesis to the students, past, present and future, of the Herron School of Art and Design's Art Therapy program.

And

To my sister Jennifer, thank you for your invaluable knowledge and expertise. Thank you to my wife Jess, who continues to encourage me, and to my mentor Kay, thank you for believing in me.

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## CHAPTER I: INTRODUCTION

The American Art Therapy Association (AATA) has established educational standards that must be completed by all graduate level art therapy students in order to obtain their master's degree in art therapy (AATA, 2015). These standards require the completion of an educational curriculum which includes a practicum, internships, and both individual and group supervision. The art therapy education standards were designed to help students develop the knowledge, skills and competencies required to effectively perform their jobs in the field. Based on the requirements to complete course work, practicum, internships and supervision, students in a master's level art therapy education program may benefit from an additional academic tool, which would allow them to record and reflect on all of their experiences and the curriculum. A journal may be a useful tool to assist art therapy students in learning, practicing and reflecting on their graduate level experiences.

Due to the rigorous standards set for art therapy education, both in the field and the classroom, assimilating information from one area to the other may be challenging. Students may benefit from using a centralized journal that would help integrate all of the knowledge acquired from the classroom and applying it into the field. The integration of journaling into the master's art therapy curriculum addresses several educational competency areas established by AATA (see appendix A).

For the clarity of this study, a journal is defined "as a sequential, dated chronicle of events and ideas, which includes the personal responses and reflections of the writer" (Stevens & Cooper, 2009, p. 5). A journal can stimulate reflective thought and learning, based on Kolb's (1984) experiential learning process, which stresses that adults learn through experience and reflection. Kerka (1996) also emphasizes that a journal can serve as "tangible evidence of mental



processes” (Harris, 2005, p.52). In this context, a journal may help art therapy students in their learning process. By understanding how a journal was used in graduate and undergraduate courses, a proposed curricular plan was developed to include the use of a journal in all areas of art therapy education. To clarify, by using a journal in all of the areas of study, the term centralized journal was used. This study proposes to explore how a centralized journal might be integrated during classes, internship and supervision in an effort to provide further possibility for learning enhancement and synthesis.

When reviewing AATA approved programs, the curriculum descriptions, and the clinical practices found on the school/university websites, only one graduate art therapy program mentions journaling. The art therapy program at Drexel University appears to be the lone AATA approved program that explicitly mentions journals, and states that students use a “visual/verbal log in which to record their clinical experiences in words and artwork. They use these logs in their supervision in order to better articulate and understand the complex dimensions of the art therapy process” (<http://www.drexel.edu/grad/programs/cnhp/art-therapy/>). With only one program specifically mentioning the use of a journal, it is important to understand why and in what way art therapy education programs could use a centralized journal to help students in the completion of the educational requirements established by AATA.

The purpose of this research is to create a proposed curricular plan for implementing a centralized journal throughout the duration of a graduate art therapy educational program. To do this, research was conducted to explore how journals are implemented in academia. The relevant literature used for this study includes research based on the use of journaling in various academic settings. Within the literature, ambiguity exists between the terminology of journals, diaries, logs, sketchbooks and memoires. To clarify this, the current study is limited to the term journal,

as opposed to log, diary, sketchbook or memoire, based on the academic qualities inherent to a journal, which will be discussed throughout this project.

**Definitions**

The terms are defined based on the language, philosophy and theoretical framework of the art therapy field and professionals who implement journaling.

**Art therapy:** A mental health profession that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. Research in the field confirms that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, and achieve insight (AATA, 2015).

**Art:** “The symbolic expression of an artist’s knowledge of feelings (Langer 1967, 1970 as cited in Rubin, 2001, p.153).” Elinor Ulman defines art as “A means to discover both the self and the world, and to establish a relation between the two” (Ulman 1986, as cited in Rubin, 2001, p.292).

**Centralize:** “Control of an activity...under a single authority” (Oxford Dictionary, 2015).

**Conceptual Framework:** “provide guidance for the use of multivariate techniques and aid in the interpretation of their results” (Victora, C.G., et al., 1997)

**Expression:** “Imagery and expression in visual media have common components. Most obvious is the image itself, experienced internally, expressed verbally, or constructed and represented through the media” (Lusebrink, 1990).

**Journal:** “A sequential, dated chronicle of events and ideas, which includes the personal responses and reflections of the writer” (Stevens & Cooper, 2009, p. 5).

**Pedagogical:** Derived from pedagogy, “the art of teaching” (Hall, 1905)

**Reflective journaling:** A way to process personal thoughts and lived experiences as a means to gain insight (Chan, 2009).

**Reflective visual journaling:** The combination of art making and writing while thinking about the journal keepers' own experiences (Deaver, 2009).

**Visual Journaling:** "A notebook with unlined pages in which individuals record their experiences using both imagery and written text (Deaver, 2009, p. 615).

## CHAPTER II: METHODS

A meta-synthesis was conducted to collect data that would support the use of journaling throughout master's art therapy educational programs. The researched literature was then analyzed to inform the development of a curricular plan for a centralized journal as an addition to the established curriculum. University search engines and scholarly search engines such as EBSCO, ERIC, Google Scholar and PsycINFO provided the most relevant and recent data. The data collected included academic articles in journals, textbook chapters, mixed method and qualitative studies. A systematic review of studies conducted in different academic settings were analyzed in terms of why journals are used, how journals are used and what significant implications resulted from these studies.

The data was organized using Garrard's matrix method (2004) to complete the meta-synthesis and identify the main elements of each source, as well as key concepts. The search was limited to the term "journaling" and its use and application in educational and clinical therapy settings. The initial search term "journal" yielded irrelevant resources. IUCAT, the Indiana University Purdue University Indianapolis' library collection system and the university's library were also used to identify supporting books and relevant book chapters. The research databases are listed in Table 1. Table 2 lists the publication dates of the resources. Table 3 lists the search terms utilized. No human subjects were used during this study.

Table 1

*Databases Utilized in Research*

Alphabetical List of Databases	
EBSCO	IUCAT
ERIC	JSTOR
Google Scholar	PsychINFO

Table 2

*Publication Dates of Resources*

Publication Date	Number of Sources	Percentage
1900-1910	1	2%
1985-1998	12	27%
2000-2009	26	60%
2010-2014	5	11%

Table 3

*Search Terms and Phrases*

Journaling in Academia	Journaling Assessment & Evaluation
Art Therapy	Assessment Strategies
Journaling Framework	Ethics
Reflective Journaling	Evaluation Strategies
Reflective Theories	Grading Strategies
Visual Journaling	

### **CHAPTER III: LITERATURE REVIEW**

The first section of this literature review presents academic undergraduate and graduate programs found in literature that utilized a journal as a tool. The research includes students participating in a variety of academic areas such as health care professions, education and the arts and humanities. The specific programs include art therapy, early childhood education, outdoor recreation education, nursing, mental health counseling and art education. To further understand the journal as an academic tool, the use of a journal during clinical therapy settings was also analyzed. The literature review presents each researched academic area that utilizes a journal, including how the journal was used and what resulted from its use.

#### **Academic Journaling**

Many graduate and undergraduate educational programs, including art therapy, outdoor recreational education, counseling, and nursing programs utilize journals to reflect on readings, record experiences and stimulate ideas for assignments (Alford, 2006, Deaver, 2009, Rodriguez, 2012, Ronnestad & Skovholt, 2003, Williams & Taliaferro, 2009, Wilson, 2007). In order to create a proposed curricular plan for implementing a centralized journal during educational art therapy programs, other academic areas such as mental health as well as the arts and humanities were analyzed to gather pertinent information about how and why journals are used by students.

An analysis of journaling in current art therapy programs revealed a limited use of the journal, and more specifically, reflective visual journaling. The research on journaling in art therapy education revealed that the journal was used as a reflective visual tool for the full duration of the program. A reflective visual journal requires the student to create art in the journal and then reflect upon the created material as a way to search for personal meaning based on the student experience in the clinical field (Deaver, 2009). By actively engaging in the art

making and reflection process, art therapy students gain a greater understanding of their clients experiences. Additionally, Deaver's study at Eastern Virginia Medical School, which required art therapy and counseling students to keep a journal during their internship process (2009), concluded that art therapy students were more likely than counseling students to rely on their art making experiences in their journals to help them solve client problems and develop counseling strategies.

Deaver and Durkin's (1989) research on journaling in art therapy education programs reported that journals are used as an educational tool in supervision and internship (Deaver, 2009, Durkin et.al., 1989), but does not address the integration of journaling beyond this context. Further, journaling has shown to be beneficial in art therapy education internships and supervision (Deaver & McAuliffe, 2009, Deaver & Shiflett, 2011). Deaver's (2012) article, "Art-Based Learning Strategies in Art Therapy Graduate Education," assessed which areas of art therapy education programs utilized visual journaling. The mixed methods study collected data from art therapy education program directors and recent graduates via surveys to begin understanding how and when journals were used during the programs. The study concluded that the frequency of the journaling process occurred most often during "Internship Class/Group Supervision." The use of a journal was most often implemented during the internship and group supervision classes. The use of a journal during internship and group supervision allowed students access to a space in which to create reflective art and respond to their experiences with written expression. The process of creating art and then reflecting upon it was important during internship and supervision because it assisted the students in increasing their self-awareness and exploration of transference and countertransference. By increasing their self-awareness, students gained empathy for their clients, clarity of their emotions and their clients' emotions, and further



understanding of the therapeutic relationships with their clients (Kielo, 1991, as cited by Deaver & Shiflett, 2011).

Art educators also implemented the use of a journal as an academic tool. Art educators strive to increase their own knowledge and the knowledge of their students through learning effective teaching strategies. In a qualitative study conducted by Feret & Smith, eight art education students were asked to complete lessons specifically tailored to literacy skills such as reading, listening, speaking and writing (2010). After each lesson, students worked in their journals to reflect upon the lesson through answering questions designed to stimulate reflection on past practices and desired future adaptations. The art education students “found it easier to express themselves and explain their art projects” by using a journal during their course lessons (Feret & Smith, 2010, p. 48).

Art educators, fine artists, researchers and teachers practice A/r/tography, “an art based research method that inquiries [quires] into educational phenomenon through artistic and aesthetic means” (La Jevic & Springgay, 2008, p.67). Irwin clarifies that this “arts and education practice-based methodology” recognizes that the practices of artists and teachers are reflective of acts of living inquiry (2008). A/r/tography was used as the foundation for a qualitative study of 25 art education students. They were asked to keep visual journals to reflect on documenting media exploration, searching for ideas, artistic creations and revisions, research, and reflections on implications for classroom practices (Jevic & Springgay, 2008). By using the journal as a visual space to create art and record written reflections the students recorded and reflected critically on their emotions, ideas, and beliefs in a number of artistic ways, such as drawings, paintings, collage, and poetry. Once a week studio time was granted to provide students time to complete their journals. By doing so, they continued to progress on their homework assignments,

research materials, class notes and activities and ultimately created a space for exploration. Researchers noted “students working regularly in Visual Journals seldom need direction once they are conceptually clear on the meaning of personal work (p.15)” (as cited by La Jevic & Springgay, 2008, p.75). The study concluded that by using A/r/tography as visual journals, art education students were better equipped to handle the ambiguity and discomfort associated with the complicated ethical nature of learning and implementing activities designed to increase students learning.

The journal was also used as an academic tool to assist students in the transfer of course knowledge into field practice. Outdoor recreational education students strive to apply classroom learning to real life situations by “making connections between students lived experiences and their theoretical knowledge” (O’Connell & Dymont, 2003), thus applying the principles of experiential education to their curriculum. O’Connell & Dymont (2003) conducted a study which consisted of understanding how journal writing may enhance learning. The study consisted of a control group and an experimental group. Both groups were given a blank journal and questionnaires to complete after each course. The control group was asked to participate in a forty-five minute workshop that provided journaling strategies based on specific themes including journaling behavior, journaling on field courses, journal content, and willingness to learn more about journaling (O’Connell & Dymont, 2003). Upon completion of the workshop, emerging subjects were identified which included personal reflection, self-discovery, group dynamics, professional development, connection to environment, summary of lessons and the transferability of theory into the field (O’Connell & Dymont, 2003). The data was analyzed using ANOVA tests to account for variances between the universities, themes, and genders. The results of the study emphasized that students who were unaccustomed to using journals in an

academic setting had a more positive perception than those who had previous experiences with journals in academia. Also, the study results emphasized a greater level of engagement by encouraging students to add illustrations with “pencil crayons, paint, crayons, tape, and glue” (2003, p. 80). The study supports a primary need to assess students’ perception of journaling in academia prior to the implementation and assessment of this tool as a way to synthesize coursework into experiences (O’Connell & Dymont, 2003). The self-discovery and personal reflections discovered art education students can also be witnessed by nursing students.

### **Nursing Education Programs**

Journaling in health care education revealed the use of this academic tool to assist students in further self-analysis. Nursing students are taught how to care for their patients physically, psychologically and emotionally and in order to achieve this goal, students are asked to cultivate a deep understanding of their educational curriculum and their ability to transfer that knowledge into practice (Williams, Gerardi, Gill, Soucy & Taliaferro, 2009). A qualitative study was conducted using an exploratory design to examine how the use of journaling in a nursing program can promote enhanced learning and academic success (Williams et al., 2009). Students were required to keep a journal for the duration of their semester and write reflections based on their experiences in the classroom and at their clinical sites.

By keeping a journal with continuous dialogue, students reported that journaling helped them to become more aware of their own preconceived notions, competencies and personal limitations (Williams et al., 2009). Using a descriptive qualitative design, four themes emerged from the analysis of the narrative data contained within the journal entries. The themes identified were: (1) becoming aware, (2) what was learned, (3) feeling pain and (4) personal growth among colleagues. The identification of these themes revealed areas that needed further reflection by the

students to promote personal growth during educational training. This educational tool enhanced the students' own connection to the emotional pain they endured while caring for their patients, which in turn related to their levels of empathy and optimism. Ultimately, utilizing a journal for the duration of their semester allowed nursing students to synthesize what they learned in their course work and the ways it was implemented in the field. Enhanced learning and implementation was possible due to an improved understanding of their profession and their increased self-awareness (Williams et al., 2009).

Nursing student education also encourages self-care to prevent burnout as part of a standard curriculum. Wilson and Gram (2007) studied how the use of reflective journaling can increase the students' levels of self-care through an interpretive phenomenological approach. This was accomplished through the implementation of the Holistic Self-Assessment in a semester long journaling process that reflected upon student levels of self-awareness and self-care (as cited by Wilson & Gram, 2007). This theory maintains the concept that caring for patients was directly related to personal self-care. The activities completed in the reflective journals were based on guided questions, which revealed "their current status in relation to self-care in areas of physical, mental, emotions, relationships, choices and spirit" (Wilson & Gram, 2007, p. 18). The results of the study showed that guided questions in journaling may help teach empathy to those studying to become health care professionals.

In her 2010 article, Charles (2010) addressed the use of a journal by nursing students as way to care for self and others. Emphasized is the phenomenon of "compassion fatigue" by nurses who care excessively to the point of burnout due to a lack of self-care. The journal was proposed as a self-care tool that can allow for reflection: "Attention to self, experience, education, and care" (Lauterbach & Hentz (2005) as cited by Charles, 2010, p.181) to better

assist nursing students in understanding their own emotions as a protectant against burnout.

Additionally, Billings and Kowlaski (2006) stressed that journaling assignments can be linked to desired competencies and learning outcomes (Charles 2010).

### **Psychological and Counseling Education Programs**

Research was conducted to understand how psychology and counseling students were required to use journals as part of their learning experiences. In a qualitative study done by Lee and Vennum (2001), seven full time marriage and family therapy students were asked to record daily “critical events” and their psychological responses to these events in their journals during three of their courses: ethics, law, and professional development (Lee, R. et al., 2001). These “critical incidents” were defined as an approach that “is a systematic attempt to capture and collect events that exemplify the phenomenon in question,” (Lee, R., Eppler, Kendal & Latty, 2001, p.52). After that task, the students’ entries were openly discussed during a group discussion. The resulting themes were confidence, boundaries in peer relationships, academic stress, self-reflections, program criticism and role related stress (Lee et al., 2001). The process of recording incidents pertaining to their program and then discussing them in a group setting allowed students to have an increased level of interaction with their peers and also their faculty members by becoming aware of the common stresses inherent in academia (Lee et al., 2001). The research showed that by engaging in journaling, the “process affords students the opportunity to become aware of their stress and identity issues” (Lee et al., 2001, p.59), and that by participating in journaling groups, students could “create solutions, normalize difficulties, and foster collaboration among students and faculty” (p.59).

One positive outcome of journaling in academic settings has been identified as a possible increase in the level of self-efficacy (Friston, 2008). Friston conducted a study to examine the

use of Cognitive Behavioral (CBT) techniques in relation to journaling. The researcher's hypothesis proposed that by using CBT techniques in their journal entries, these students would have greater levels of self-advocacy than students who did not use the CBT techniques in their journal entries. One group of psychology students were asked to complete weekly journal entries that related to CBT techniques. A different group of psychology students were asked to make journal entries on topics related to the textbook and class discussions. Despite the results not supporting the original hypothesis, the study's results did suggest that journaling regardless of the nature "may have positively impacted students' self-efficacy" (Friston, 2008, p.79).

Ullrich and Lutgendorf (2002) studied the effects of two different journaling interventions completed by one hundred and twenty two undergraduate psychology students. A total of 52 students participated in the control group, allowing 60 students to take part in the emotional expression group and 63 students to participate in the cognitions and emotions group. Dropouts did occur over the one month study period. The emotional expression group was asked to keep a journal of their most inner feelings about a traumatic event or stressor in their life. The cognitions and emotions group were asked to respond to the same topic; a traumatic event or stressor, but they were also asked to think about how they made sense of the experience and what they specifically told themselves as way to handle the experience. The researchers' hypothesis was that the students who completed the emotional and cognition journals would experience less somatic illnesses and have a higher level of positive growth than the students who completed only the emotional journal. Although the results of the study were inconclusive pertaining to the physical illness reduction, the results did show that the emotional and cognition journal facilitated positive growth. The researchers concluded that "journaling that highlights emotional

expression and cognitive processing...may offer greater benefits than journaling focused on negative emotional expression alone” (Ullrich and Lutgendorf, 2002, p. 249).

### **Arts and Humanities Education Programs**

“We create ourselves in the very process of writing about ourselves and our lives” (Schiwy, 1994, p. 234). Schiwy, an English teacher, emphasized that journaling enabled her students to explore the similarities between their own experiences and the curriculum readings, reinforcing the relationship between learning and experiencing, thinking, reading, and writing (Schiwy, 1994). She assigned journals to all of her students, as well as keeping her own personal journal for the purposes of self-expression and personal reflection. She stressed that her journal had “been the single most consistent and stable factor in my life” (Schiwy, 1994, p. 239). For her students, she assigned the journals in two forms: Free form, where students could respond to a variety of topics; and a “reader-response” form, where students responded to the reading assignments and reflected on them, allowing for future class discussions.

Research on journals in the fine arts revealed limited information, other than copies of famous artists’ journals, such as Warhol, Herring and Da Vinci. For many artists, the term journal is synonymous with sketchbook. Artists utilize sketchbooks as a “personal tool,” and are being asked by program and class instructors to expand on the function of the book by transitioning them into research tools (Gilbert, 1998). Gilbert emphasized that artists can shed light on the purpose of the sketchbook by informing others of the “intelligent, analytical, thoughtful, imaginative processes that artists generate in sketchbooks to inform their works of art” (Gilbert, 1998, p.256).

Bartlet (2005) proposed using sketchbooks as a way to gather information for later assignments. Sketchbooks could also be used to create a more interactive and engaging method for planning drawings. Students are required to create their own sketchbook using a variety of materials, resulting in a visual record of memories, experiences, and decisions. The sketchbook also assisted students in collecting ideas, problem solving, critical thinking, and exploration while allowing for carefree or structured assignments. Bartlet also stressed that “sketchbooks are appealing to the students and remain a time-honored artistic tradition that should not be ignored” (Bartlet, 2005, p.25).

The use of a journal as a problem solving tool has also been implemented by mathematic students. In a study conducted Peter Liljedahl, mathematics students were required to use journaling as a problem-solving and reflective tool. Based on Hofstadter’s concept of using three different personas to tell a single story (1996), Liljedahl created a framework for using persona-based journaling during the journaling process in two mathematics courses to assist students in the complex problem solving process. In the context of this study, the term “persona” related to reflecting on a problem from multiple viewpoints. In their problem-solving journal, students responded to each mathematical problem from the perspective of three different personas: the mathematician, the narrator and the participant. From the perspective of the mathematician persona only the solution was written, the narrator persona only wrote a story based on the arrival of the answer, and the participant wrote about the feelings that occurred during the problem solving process. Additionally, all of the students kept a reflective journal to record their response to the assignments. Prompts were given by the instructor to assist the students on the types of responses to be recorded. An example of these prompts included “how do you go about solving problems?” and “does it always work? If so, how often?” (Liljedahl,



2007, p. 669). The use of a persona-based framework response in journaling to support problem solving skills was effectively described by Liledahl's statement (2007) "effective problem solving involves the oscillation between inductive and deductive logic while regulating the responses to aesthetics and intuitive sensibilities, moments of insight and affective states" (p.669).

In order to gain an increased knowledge of journaling in academic programs, the perspective of journaling in sociology academia was also analyzed. The observational skills of a sociologist were shown to be further explored by the use of a journal. Taylor (1985) assigned her students a journal as a tool to assist them in synthesizing and processing assigned college-level reading. She prepared two different types of journal entries. One type of entry was a free journal, where students could write about their reflections on any class readings; and the other entry was a reading journal where students were required to site the purpose of an assigned reading. Sociology students who participated in the journal assessments stated that utilizing the reading journal method "gave them a new insight" into their careers (Taylor, 1985, p.10)

Sociologists are trained in the fundamental functioning of human beings and animals by studying societies (ASA, 2015). In the *Teaching and Learning Guide for: Animals and Sociology* (2009), the authors suggested that the process of using a journal and completing two entries per week can stimulate thinking about readings and discussions, and increase the ability to analyze observed experiences (Irvine, 2009). The proposed journaling guidelines asked for two entries per week with written directions, as a means to illicit responses on personal reflection, sociological insight, and ways to increase social action in the future. Since journal entries were based on depth of reflection, it was important to understand the learning theories that support reflection as a means to learning. The different types of journal entries can be found in Table 4.

Table 4

<i>Journal Framework/Guidelines</i>	
Framework/Guidelines for Journaling	Source
CBT techniques reflected upon	Fritson, 2008
Critical incident exploration	Lee, R. et al., 2001
Daily event recall, group discussion	Lee & Vennum, 2010
Emotion and Cognitive	Ullrich & Lutgendorf, 2002
Entry objectives & creative techniques	O'Connell & Dymment, 2003
Persona-based	Liljedahl, 2007
Reflection of experiences	Williams et. al., 2009
Reflection stimulating questions	Feret & Smith, 2010
Reflective writing levels	Hatton & Smith, 1995 cited by English 2001
Theme based	Wilson & Gram, 2007
Visual journals & open studio	La Jevic & Springgay, 2008

### **Learning Theories**

Research on assessment and evaluation of journals revealed a need to analyze the underlying learning theories of journals based on depth of reflection. In order to create a curricular plan for a centralized journal in art therapy education programs, it was necessary to understand what theoretical frameworks and learning principals governed journaling because the faculty will be concerned with depth of reflection in the journal entries. To address the context from which journals could be evaluated (based on depth of reflection), the learning and reflective learning theories of John Dewey and David Kolb were analyzed in relation to journaling and how reflective learning guides the journaling process. Also included is the work by Ira Progoff

who spent years creating and practicing the *Intensive Journal* method (1975), a humanistic approach to creativity and individual growth through the use of journaling workshops.

In 1933, John Dewey coined the term “reflective thinking,” based on education and the learning process (Kember et. al., 2000). He proposed that learning is “continuous and cumulative” (Stevens & Cooper, 2009, p. 21). According to his theory, learning begins with an experience, defined as actively engaging in an activity. From experience, the learner progressed to continuity, where previous information learned from past experiences provided the necessary knowledge to complete the activity or task. Most often, journaling is a subjective experience used to reflect on experiences (O’Connell & Dymont, 2003, Williams et al. 2009); therefore, it is necessary to understand how reflective thinking theories apply to the journaling process and evaluation.

In 1984, David Kolb created the theory of experiential learning, which proposed that adults learn information based on four stages of learning from experience. The stages included *concrete experience*, or real world experience; *reflective observation*, or placing emphasis on the meaning behind an experience based on the past; *abstract observation*, or relating the observations to known notions or theories; and finally, *active experimentation*, or the application of new knowledge into the real world. Kolb’s stages illuminate a perpetual cycle that allows the learner to move from a static position to an active one. This progression is important because “without it, the learner is ‘stuck’ in the experience without gaining new understanding” (Stevens & Cooper, 2009, p.24.). By understanding how an individual learns, the journal may be used to assist in the reflection of experiences and synthesis of information.

Progoff felt that higher education should adopt “a depth perspective and practical programs to help students with their intellectual development and education as persons”

(Gestwicki, 2001, p. 66). The Intensive Journal method, created by Progoff (1966), proposed that journaling could assist individuals in holistic growth. The Intensive Journal method was based on the principle of *humanistic arts*, which utilized the application of Holistic Depth Psychology concepts into the real world in order to assist in the process of helping oneself and then others (Gestwicki, 2001). The journaling process stimulated a dialogue between a persons' inner and outer psychological processes. To clarify these terms, the inner process was an individual's feelings, wishes, self-and other-representations, and fantasies (Wachtel, 2009) which began to connect with their outer process, their reality and overt behaviors. Wishes that may not have been known to the individual had a chance to be recognized with the use of the journaling process. The process began by first creating a list of memories, feelings and images about ones' own life, and then rereading it as a way to gain further insight (Gestwicki, 2001). Intensive Journal consultants applied the method to multiple populations including prisons, addiction treatment, priesthood, spiritual direction, business, and creative individuals (Gestwicki, 2001). A clinical qualitative study conducted by Llyod (1991) found that participants who answered a survey based on their experience with Intensive Journaling felt higher levels of self-nurture, self-respect, and the ability to see different perspectives (Gestwicki, 2001).

### **Evaluation and Assessment**

The following portion of this literature review presents the perceptions of both the instructors and students who utilized the journaling process during academic programs. The perceptions, the given feedback, from both faculty and students regarding journaling in academia was used to better inform the evaluation of the journals.

In order to develop a curricular plan for the use of a centralized journal in art therapy education programs, it is important to understand how educators view journals as pedagogical tools. O'Connell and Dymont (2006) found limited resources for faculty members to use as journaling guidelines when implementing the use of journals in their courses, which further supports the gap found in literature regarding journaling perceptions and guidelines. In their 2006 study, O'Connell & Dymont provided a questionnaire to their focus group, which was made up of faculty members. The responses to this questionnaire were extremely enlightening and provided much evidence as to why journals were used in addition to other pedagogical tools. The answers from the questionnaire revealed that journaling allowed for more freedom of expression, reflection of growth, transference of knowledge learning into the field, development of observational skills, and an enhancement of writing skills in the educational setting. The study by O'Connell & Dymont (2006) also revealed that instructors often struggle with the level of quality of the journal entries. Only between forty and sixty percent of the entries met the instructors' expectations. Areas of concern reported by the instructors in the study included issues based on a previously known phenomena such as "writing for the teacher," and student opinions such as a general dislike, attacking others, and lack of clear structure and purpose.

To further inform the creation of a curricular plan for using a centralized journal in art therapy education programs, the perceptions of students who use journaling in other academic settings were analyzed. In a mixed methods study conducted by M. Harris at the Durban Institute of Technology in South Africa (2005), nursing students' perceptions of journaling were analyzed. Students were asked to create journal entries in relation to news articles which helped the students to stay connected to real world events, allowing them to better address the needs of their clients from a cultural and society stand point, and allowed them to create personal

reminders for the future (Harris, 2005). Key categories regarding the difficulty of journaling were identified based on the data collected in the students' self-evaluations of their journaling experiences. These categories included language difficulties, initial engagement, time consumption, extent and effort of involvement, work overload and lack of insight (Harris, 2005).

Based on the literature, there was a consensus that the use of journaling in academic settings has been overdone without clear guidelines, thus leading to writing for the instructor with less emphasis on creativity, reflection or critical thinking (Anderson, 1992; O'Connell & Dymont, 2006). Some students begin to dislike journaling and express this by submitting minimal amounts of entries, displaying detachment or writing about superficial, routine or predictable subjects, not expressing any level of reflection (Anderson, 1992).

### **Ethical Issues and Guidelines**

Due to the subjective nature of journaling, it is important to understand and clarify any ethical issues that may pertain to journaling in educational programs. Many instructors have stated that "evaluating journals can be... [an] ethically challenging task (Hettich, 1990; Chandler, 1997; Ediger, 2001)" (as cited by O'Connell & Dymont, 2007, p.681). An ethical dilemma occurs when students are required to create truthful journal entries, yet they must maintain professionalism, balance the pressure to maintain high grades and practice cultural sensitivity.

In addition to the ethical struggles of grading journal entries, faculty members also struggled to grade subjective entries such as personal reflections due to the ambiguity or an absence of assessment guidelines for journaling (O'Connell & Dymonts, 2007). English (2001) contributed a chapter in *New Directions for Adult and Continuing Education* about the ethical

issues surrounding journal writing. Assessment concerns arose when one began to question what was being graded. English also presented to the reader ethical cases to read and reflect upon to identify additional ethical issues and stimulate thought. Ethical issues also arise when students become inhibited in their level of depth in the entries due to the fact that someone, the instructor, will be reading their inner most thoughts, resulting in possible impeded learning (English, 2001).

English established a list of governing principles for journaling based on ethics discussed by Brockett (1990). English's list included respect, justice, beneficence, self-awareness and caring (2001). Instructors must respect their students by setting firm boundaries and strict adherence to confidentiality. Justice is used when grading a journal and returning them to the student in a timely manner, ensuring that the journal is a tool for learning. Faculty must take precautions to ensure that the journal entries are private and safe, which relates to beneficence. The final governing principle, self-awareness, asks the instructors to do what they have requested their students do.

Anderson (1992) notes that a major concern during journaling is that some students engage in "blatant bigotry and prejudice...and attack each other" (p. 306). Additionally, Boud and Walker (1998) discovered that students at times undermine colleagues, and also disclose too much information about their inner lives, relationships and their work with others. The instructors must navigate the ethical dilemma of mirroring appropriate behavior while at the same time respecting the students' confidentiality and the informality of some journaling frameworks.

### **Faculty Suggestions**

The following portion of this study addresses the types of journaling frameworks/guidelines suggested by faculty members who implement journals as teaching tools.

Research revealed multiple types of frameworks/guidelines and evaluation methods which were identified throughout the literature.

### **Evaluation**

James (2005) suggests creating a rubric to follow or using a checklist with Yes or No to assess if the student met the required criteria. Ross (1998) recommended letting grammatical errors go and simply focusing on the content of the entries, and if they met the criteria for the assignment. Also, Ross stressed the importance of informing students about the use and types of journal entries, along with the grading guidelines and reminders about deadlines (1998).

Black (2005) proposed that a list of goals for journaling should be followed when implementing journals into academic settings. The list of goals for journaling include: 1) discovering meaning, 2) making connections between experiences and the classroom, 3) instilling values of the profession, 4) gaining perspectives of others, 5) reflecting on professional roles, 6) improving writing skills, 7) developing critical thinking and problem solving skills, 8) developing affective skills, and 9) caring for self (Black, 2005).

Schnapp suggested journaling during an art appreciation class to aid in the students learning to be “visually literate” (2009). Visual literacy involves not only looking at an image but learning how to “access deeper levels of meaning in the image” (Sanders-Bustle, 2008, cited by Schnapp (2009)). The suggested use of journaling requires students to make weekly reflective entries outside of class on any art or object seen outside of the class. Topic questions are provided to aid in the reflection process. Also proposed in the article was that journaling should be followed with class activities and pedagogical strategies that reinforce the material being taught. Journals are collected at midterm and at the end of the semester, emphasizing that



“entries themselves will not be scrutinized in detail...good faith effort in assignment [the students] receive full credit” (Schnapp, 2009, p.10).

### **Implementation**

The instructors who participated in O’Connell & Dymment’s (2006) study recommended using different schemes for grading such as offering clear syllabi, pass/fail markings, the use of qualitative feedback on entries, or not being graded. Stevens and Cooper’s book, *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change* (2009), presented how to utilize a journal in two areas. The first area they recommend the use of a journal is in academic classes and field settings, and the other area is in professional lives. Throughout the book, Stevens and Cooper present various journaling guidelines, case examples and procedures for students to follow. These guidelines include freewriting, focused freewriting, lists, logs, dialogues, concept mapping, metaphor, and metareflections (Stevens & Cooper, 2009). Each guideline is described in terms of rationale, directions, examples and what learning objectives they serve. The learning objectives met by the use of a journal, to highlight a few, included: writing fluency and confidence, idea generation, demonstrating known information, identifying questions, encouraging authentic responses, developing problem solving skills, documenting observations, understanding other’s perspectives, uncovering biases, and developing reflective capacity (Stevens and Cooper, 2009).

## CHAPTER IV: RESULTS

The purpose of this study was to explore academic graduate and undergraduate programs use of journals as an academic tool so that a proposed curricular plan could be established for integrating a centralized journal into a graduate art therapy curriculum. The major findings were that journaling can assist students in problem solving (Deaver, 2009; Gilbert, 1998; Bartlet, 2005; Liljedahl, 2007), increase self-awareness (Deaver, 2012; Jevic & Springgay, 2008; Williams et al., 2009; Lee, R. et al., 2001), inspire greater self-expression (Feret & Smith, 2010; Schiwy, 1994), aid in the transference of course material into the field (O'Connell & Dymont, 2003; Schiwy, 1994), encourage self-care practice (Wilson & Gram, 2007; Charles, 2010), and increase self-efficacy (Friston, 2008). These findings support the implementation of a journaling curricular plan in art therapy education programs. The journal was assessed based on its uses and major findings which may help art therapy students meet some of the AATA's educational requirements such as studio art, cultural understanding, the history, theory and practice of art therapy and assist in the completion and understanding of course material in the field through internship and supervision.

### **Proposed Curricular Plan for Journaling in Art Therapy Education**

A centralized journal which would require students to create entries in all of the courses, including practicum, internship and supervision. The use of a centralized journal could allow students to record their reflections based on the entirety of the program, including, course information, internship, and supervision. The journals could include prompts for writing and drawings based on the students' interactions with their clients during internships (Deaver, 2009). Ross (1998) emphasized that "journals are the all-purpose answer to writing across the curriculum-they work in every class," (p. 189) it is simply a matter of fitting the right type of

journal to each class. The art therapy education faculty would have the centralized plan as a guide, and also have the autonomy to add required entries based on specific course topics or experiences.

### **Guidelines for Implementation**

It is hypothesized that if art therapy students were to follow the proposed curricular plan throughout the entirety of their program, they would be able to further their learning experiences because of the depth of reflection offered by the use of a journal. Through completing entries and creating reflective artwork in their journals, based on internship experiences, supervision or course work, the journal would stimulate ideas for current and future interventions with the clients. The centralized journal would offer the students three types of entries, free writing, lists or logs, and the completion of the entry from different voices; a student or an aspiring professional. Key questions would be given to simulate thoughts and reflections which are based on participating in a class, internship or supervision. Additionally, art work would be created with each entry to further stimulate reflections based on the entry completed.

Students would be asked to complete one entry per week in their journal consisting of an objective reflection of the experience as well as an emotional response. The following guiding questions for entries were created based on the literature and the author's personal experience in an art therapy education program. The entries would be based on the following questions; can you identify and reflect on recent course content? What was the most rewarding experience or the challenging experience on site? What were your countertransferential responses that may need to be discussed in supervision? Based on the art created this week, can you reflect on its explicit and latent content? Entries would not have a required length and students must include the date of each completed entry to serve as an accountability measure. Additionally, along with

each written entry, students would be asked to create a piece of reflective artwork based on their written entry and experience. The artwork created in the journal could be any size or medium. Entries could be written in the form of free writing (disregard of grammar and sentence structure), a list, or from different perspectives (from a student perspective or from a professional perspective). (Entries derived from Lee, R. et al., 2001; Liljedahl, 2007; Progoff, 1966, Schiwy, 1994; Schnapp, 2009; Stevens & Cooper, 2009; Ullrich & Lutgendorf, 2002; Williams et al., 2009).

For evaluation, students would choose 3 entries to photocopy and submit for each class at midterm for grading and they would choose an additional 5 to submit for final grading. A grading rubric was developed to assist faculty and students in the assessment and evaluation of the journal. A modified Likert Scale (1932) was chosen for the grading rubric to measure the faculty's level of agreement to the students' level of journaling performance. Three levels were chosen to provide enough variance to adequately determine grades. Refer to Appendix B for a grading rubric for the proposed curricular plan.

## CHAPTER V: DISCUSSION

Based on the supporting evidence demonstrating the potential advantages of journaling in educational and clinical settings, the proposed curricular plan will expand the use of journals throughout art therapy education program. Student and faculty perceptions and analysis of any available assessment guidelines for journaling in academia were analyzed to find areas in need of improvement to help inform the proposed curricular plan for using a journal throughout an art therapy master's program. Ethical issues inherent in the journaling process were also analyzed to better inform this curricular plan. Also considered were the three theoretical models developed for reflective learning through experience, which were developed by Dewey and Kolb, and can be applied to the journaling experience. The limitations of this study included journaling as opposed to using diaries, the limited number of art therapy educational studies in journaling and a lack of quantitative data in regard to evaluations and assessments of journals.

### **AATA Educational Requirements**

Each of the relevant educational requirements discussed in this section may be supported by the use of a journal during art therapy educational training. The following portion of this discussion highlights the sources that support each relevant AATA educational requirement that may be supported by the implementation of a journal. After presenting each academic area that used a journal as an academic tool, the resulting information was then compared to AATA's educational requirements to support the use of a journal to assist in the completion of the requirements. The educational requirements are listed in Appendix A. The literature supporting the AATA Educational Requirements are shown in Table 5.

AATA's educational requirement, number IV.A.1.h, "Cultural and Social Diversity," states that students must obtain a foundational knowledge for social and cultural diversity. This

education requirement is supported by journaling based on the research conducted in the field of mental health counseling. Lee and Vennum (2010) reported how journaling can assist students reflecting on and identifying cultural issues and clarifying personal biases to assist in professional development. The curricular plan question, “what was the most interesting thing learned this week” could assist in further absorption of the material, and faculty members could ask that students create entries and artwork based on specific cultural dilemmas or that students reflect on their personal belief systems.

Journaling may enhance the ability to navigate ethical issues by using reflection and exploration (Lee, R. et al., (2001); this ability is an essential part of the art therapy profession and educational requirement, number IV.A.1.f “Ethical and Legal Issues of Art Therapy practice.” Art therapy students must learn to always maintain professional competencies while adhering to the ethical principle of non-maleficence during educational training and clinical practice. The use of ethics and art making during supervision has been addressed by Deaver (2011). The inherent ethical dilemmas of grading journals and informing students of these issues can mirror for the students the ethical issues in the field and the possibilities of how to navigate them (Anderson, 1992; English 2001). Faculty could include requirements for specific entries and artwork to include reflections on the topic of ethical dilemmas read in course textbooks.

AATA approved education requirements, numbers IV. A1a, A1b, A1g and A2a, include the “History and Theory of Art Therapy,” “Techniques of Practice in Art Therapy,” “Standards of Practice in Art Therapy,” and “Psychopathology.” Feret and Smith (2010) elucidated that journaling can provide students with the ability to further develop their skills in reading, listening, speaking and writing; skills necessary for fully understanding the history, techniques and practice of art therapy and psychopathology. The use of a journal also offers the students a

space for exploration (Jevic & Springgay, 2010). A space for exploration allows students to further examine the knowledge learned during the art therapy curriculum, such as theories and techniques. Williams et al (2009) discovered that when nursing students utilized journaling they found a greater ease in the transference of course knowledge in to the field.

Art making is a logical method for the synthesis and transference of knowledge into the clinical field via internships. The purpose of continued art making and writing is to allow for knowledge integration and maintaining clinical competencies. The educational requirement #IV.A.2.g, “Studio Art”, recommends that students are to stay connected to individual art making and to use this process to inform case reviews and client interactions. Creating art can also allow the students the “opportunity to integrate intellectual, emotional, artistic and interpersonal knowledge” (AATA, 2015, #IV.A.2.g). O’Connell & Dymont, suggested students use “pencil crayons, paint, crayons, tape, and glue” (2003, p. 80), thus enhancing their entries and correlating to AATA’s “Studio Art” requirement. Additionally, Feret and Smith’s (2010) study about art education students supported that when students create art in a journal, the students found it easier to talk about the art and further express themselves. By continuing to create art in a journal, students would not only fulfill the educational requirement but also learn to habitually use the journal as a tool.

Art therapy students receive training in the physical, mental and behavioral development of people the entire lifespan. The use of a journal to understand the process of expressing emotions and emotional regulation supports AATA’s educational requirement number IV A.2.b, “Human Growth and Development,” which asserts that students have a foundational understanding of human verbal and behavioral communication skills as an individual progresses through human development.

The experiential learning and the implementation of theoretical information in field settings found in outdoor recreation education correlates to the art therapy educational requirement number B.1.a &b, “Practicum and Internship.” In both outdoor recreation and art therapy education, students are required to demonstrate the skills and abilities learned in the classroom in their respected fields and clinical settings. For art therapy students, the synthesis of coursework into field work could help students meet the AATA’s educational requirements of internships and supervision by improving recall skills, leading to improved explanations of case reviews and case presentations. The curricular plans’ question, “what was the hardest or most rewarding experience” could allow students to explore and reflect on a multitude of situations and then create their artwork based on these in the field experiences.

It is understood that in order to maintain professionalism and competencies, art therapy graduate students must learn how to process traditional transferential and countertransferential material. The processing of transferential material occurs during the educational requirements of “Supervision,” IV.B.2.a and “Group Supervision,” IV.B.2.b (refer to appendix A). Gestwicki’s (2001) belief that individuals could communicate between their inner and outer processes via a journal supports the use of journaling during supervision. Students who can understand their inner and outer processes more clearly, stand to better understand their transferential material. Art therapy students would benefit from the addition of journaling to support their own personal and professional growth. The importance of knowing oneself is intrinsic to the development of successful art therapists and is supported by AATA’s educational requirements of “Supervision,” IV.B.2.a and “Group Supervision,” IV.B.2.b.

Based on AATA’s educational requirement number IV.B.1.b “Practicum and Internship,” students are required to learn how to communicate effectively with treatment teams. Thus, the



art therapy students would also benefit from journaling which could teach them how to communicate, collaborate, and foster a nonjudgmental approach (Lee, et al. 2001, p.59). Based on Deaver and Durkin's research (1989), there are therapeutic benefits to reflective visual journaling that can enhance student experiences in an art therapy program, encompassing the internship experience, the concentrated information within the courses, and supervision (Deaver, 2009, Durkin et al., 1989). The curricular plan's question regarding an issue to discuss during supervision could be reflected on and processed in the journal first, by completing the written entry and then creating artwork. For the students, the process of understanding their own cognitive and emotional processes behind their experiences in the field can help inform the students about their clients' internal processes during these experiences. The following table presents the AATA education requirements where the journal might be useful, and the supporting literature that correlates with the requirement.

Table 5

*Supported Educational Requirements & Ethical Codes*

Educational Requirement	Supporting Resource
IV.A.1.a History and theory of art therapy	Liledahl, 2007
IV.A.1.f. Ethical and legal issues	Jevic & Springgay, 2008 Shiwy, 1994
IV.A.1.h Cultural and social diversity	Lee, M & Vennum, 2010 Lee, R et al., 2001 Williams et al., 2009
IV.A.2.a Human growth and development	Kremenitzer, 2005
IV.A.2.g Studio art	Deaver, 2012 Cahn, 2000 Wix, 1996 Gilbert, 1998
IV.B.1 Practicum and internship	O'Connell & Dymont, 2003 Williams et al., 2009 Irvine, 2009 Schiwy, 1994
IV.B.2 Supervision	Schiwy, 1994 Deaver & Durkin (1989)

## **CHAPTER VI: CONCLUSION AND RECOMMENDATIONS**

The purpose of this research was to create a proposed curricular plan for implementing the use of a centralized journal throughout an art therapy education program. This plan would assist in the completion of several of the educational requirements identified by the American Art Therapy Association's including: Studio Art, Art Therapy History Theory and Practice, Culture, Internship, and Supervision. The methods used to collect the relevant literature included the utilization of the following search engines, EBSCO, ERIC, Google Scholar, IUCAT, JSTOR, and PsychINFO. The results suggested that the use of a journal in academia could increase problem solving, encourage self-awareness, allow for greater self-expression, assist in the transference of course material into the field, allow for exploring self-care practices, and increase self-efficacy.

### **Recommendations**

The proposed circular plan is recommended for faculty members whose beliefs and professional skills align with the use of a journal. The reflective capability and increased ability for self-expression make the journal an important tool for art therapy students. The learning theories which govern the journal support the need for students to take the time to reflect on their experiences and emotions during training, and the journal provides the container to hold these valuable reflections.

Due to the level of information processed during art therapy education, a journal could allow for the collection and reflection needed to fully synthesize the knowledge, yet faculty must take care to not over use the journal. The journal should be a complement to the classes and field experiences, serving as a companion for the students. The journal should not be a burden or an assignment that is completed in haste. For students to fully gain the reflection and understanding

of their learning experience, it is recommended that the journal be a brief outlet that does not force students to rush and submit the entries merely for a grade. It is recommended that the faculty provide the students with a feedback form to complete in response to their journaling experience.

Future research is warranted on the efficacy of journaling in art therapy educational programs with a focus on the following questions: Will students find the journal useful in terms of recording events and reflecting upon them or do they feel as though the journal is an unnecessary assignment? Do the students find the journal more useful for classroom or clinical reflection? Do the students find guided reflections informed by instructor provided questions more beneficial than freeform entries? Or is the opposite true? Are there any other learning theories that could be applied to the use of journals?

Future research is also necessary to learn more about the efficacy of grading the journals. Would the journal be more useful if the students knew that they would not be graded on quality of entries? Perhaps the journal should be part of the class participation grade, and be graded on length and frequency of entries. Should the journal be optional for some classes or experiences? What assignments have a greater impact on the education of the students and how do these assignments become integrated into the journal? It is suggested that perhaps a heuristic, arts based study might be conducted based on the use of a journal during the art therapy education program as a way to explore its efficacy as an exploratory tool to increase learning and application of art therapy principles. Additionally, further research into the topic of how a journal is chosen or created might be explored. This could be represented by an arts based research study exploring the students' levels of engagement with creating journals as opposed to the level of engagement with a purchased a journal.

Journaling for art therapy students can be beneficial because the journal itself offers them a space to record their events, reflect on knowledge learned, and can also serve as a transitional object (Winnicott, 1953). Much like Schiwy's personal experiences which suggested that journaling became a lifelong, career long method of self-exploration and self-expression (1994), the journal might be perceived as a Transitional Object, and one that is with the student upon completion of the academic program to serve as a reference and a reminder of what they have learned in their art therapy education experience. In this regard, the journal as object becomes a more complex symbol and one that may speak to the meaning of educational and clinical experiences in the process of becoming an art therapist.

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## **Appendixes**

### **Appendix A**

#### **AATA Educational Requirements**

The following appendix lists only the requirements discussed in the study; the full official document can be found at:

<http://www.americanarttherapyassociation.org/upload/masterseducationstandards.pdf>

### **IV. Required Curriculum**

For the master's degree, a minimum of 48 graduate semester credits (or 72 quarter-hour credits) is required to meet standards for graduate level art therapy

American Art Therapy Association [www.arttherapy.org](http://www.arttherapy.org) education. [60 graduate semester credits (or 90 quarter-hour credits) may be required for licensure or clinical education standards in some states].

#### **A. Required Content Areas**

1. Required art therapy content areas: A minimum of 24 semester credits (or 36 quarter-hour

credits) in art therapy content is required. Content areas must be taught by faculty who hold an ATR. The titles which follow are strictly content/competency areas, not course titles. The program director is responsible to determine how the content/competency is addressed. Attention to licensure standards will assist programs in determining structure and course titling. The course of study must be sequential and include the following:

a. History and theory of art therapy: To include art therapy history and theory, events, and practitioners, and the development of art therapy as a distinct therapeutic practice.

Overview of psychotherapy theories relevant to art therapy.

e. Art therapy assessment: Fundamentals of art therapy assessment, statistical concepts including reliability and validity, selection of the assessment tool, and familiarity with a variety of specific art therapy instruments and procedures used in appraisal and evaluation. Understanding of developmental levels, cultural factors, psychopathology, and psychological health manifested in artwork and art-making. Administration and documentation of art therapy assessment, formulation of treatment goals, objectives, and strategies related to assessment and evaluation. American Art Therapy Association [www.arttherapy.org](http://www.arttherapy.org)

f. Ethical and legal issues of art therapy practice: Professional identity, professional ethics, and the ethical practice of art therapy. Familiarity with the ethical standards of the American Art Therapy Association and ATCB, as well as the ACA and other related fields. The proper application of ethical and legal principles of art therapy practice.

h. Cultural and social diversity: Foundation of knowledge in cultural diversity theory and competency models applied to an understanding of diversity of artistic language, symbolism, and meaning in artwork and art making across culture and within a diverse society. Investigation of the role of the art therapist in social justice, advocacy, and conflict resolution.

2. Required related content areas: These content areas may be taught by faculty from related fields and/or by faculty members who hold an ATR. The following are content/competency areas, not course titles. (See A.1. above).

b. Human growth and development: Human psychological development across the life span, theories of personality development, cultural and environmental influences.

Familiarity with human behavior, including developmental crises, disability, exceptional behavior, and addictive behavior.

d. Cultural and social diversity: Theories of counseling and development of competencies essential for a culturally responsive therapist with regard to age, gender, sexual orientation, ethnicity, nationality, socio-economic status, developmental disability, education, family values, and religious and spiritual values. Cultural self-awareness through self-assessment, strategies for working with diverse communities, and critical thinking with regard to attitudes, beliefs, and competent practice.

g. Studio art: Maintain contact with the discipline of art making. Explore the impact of art processes and materials through ongoing participation in personal art making. Strengthen connection to the creative process, understanding of personal symbolic language, and arts based learning allowing for the opportunity to integrate intellectual, emotional, artistic, and interpersonal knowledge. h. Career and lifestyle development— optional—(As career counseling is a required element for counseling licensure in many but not all states, this content/competency is listed as optional): Occupational counseling, career development theory, information/resources, diversity factors, supervision, and ethical and legal issues. Knowledge and skills considered essential in enabling individuals and organizations to positively affect career development and aptitude. Development of art therapy based career counseling.

## B. Practicum/Internship

1. Practicum and Internship: In order to develop art therapy and counseling skills, each student must successfully complete supervised practice as follows:

a. A minimum of one hundred (100) hours of supervised art therapy practicum involving observation and practice in preparation for internship;

b. A minimum of six hundred (600) hours of supervised art therapy internship over at least two academic terms. Three hundred (300) hours must be working directly with patients in individual, group, or family formats. A minimum of 350 total client contact hours must be accumulated in practicum and/or internship. It is recommended that programs preparing students for mental health counseling licensure require a minimum of nine hundred (900) hours of supervised art therapy internship during which at least 400 total client contact hours must be accumulated in practicum and/or internship. The balance of the supervised hours (indirect hours) must include discussion of student's work with the supervisor(s) and related activities including, but not limited to: case review, record keeping, preparation, treatment team meetings, in-service conferences, and related milieu activities, evaluation of outcome, and successful termination of therapy. Students will demonstrate the ability to effectively communicate clinical material and integrate theory and practice through case presentation.

2. Supervision: Students must have both individual and group supervision.

a. Individual Supervision: For every ten (10) hours of client contact, there must be one (1) hour of supervision by a registered art therapist (ATR) or licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling). This may be one-to-one or triadic and is usually performed by the onsite supervisor

b. Group Supervision: There must be one and a half (1.5) hours of group supervision by a registered art therapist for every ten (10) hours of client contact. The



ratio of eight (8) students to one (1) ATR supervisor may not be exceeded. This is usually performed by a program faculty member.

c. Specialization The art therapy program must provide opportunities for specialization in competency areas such as variations in patient age, practice setting, and type of intervention (individual, group, or family

## **V. Evaluation**

### **A. Student Evaluation**

1. Each student must be evaluated regularly on achievement and progress in course work and clinical competencies.

2. The program must maintain a record of the evaluation of each student in each course and in supervised practice. These records should be maintained through the student's graduation.

**Appendix B**  
Journal Evaluation Rubric  
Due Midterm & Final

Domains		Scoring
<b>Journal Entry Type</b> (Course Reflection, Internship, Supervision, Artwork) Please score in the appropriate area depending on the type of entry		0- Entry too brief to score  1- Content is confusing or conflicting. Tangentially related to the intended purpose  2- Thoughts and feelings present but not always clearly connected to purpose. Lacks development, can follow along usually  3- Thoughts and feelings purposeful and insightful. Content is detailed with significant risks in thought. Reader can follow easily
<b>I. Journal Entry-Course Reflection</b>		<b>Comments</b>
1.	Entries demonstrate knowledge about materials covered in class or art therapy theories	
	Score	
2.	Contains critical personal reflections of course material	
	Score	
3.	Clearly demonstrates analysis and critical thinking about art therapy	
	Score	

II. Journal Entry-Internship		Comments
4.	Entries demonstrate the application of course material in internship experiences	
	Score	
5.	Contains personal reflections of internship experiences	
	Score	
6.	Clearly demonstrates analysis and critical thinking about internship sessions	
	Score	
III. Journal Entry-Supervision		Comments
7.	Entries demonstrate the application of course material in supervision experiences	
	Score	

8.	Contains personal reflections of supervision experiences	
	Score	
9.	Clearly demonstrates analysis and critical thinking about countertransferential material	
	Score	
	IV. Journal Entry-Art	Comments
10.	Entries contain the creation of art (Score 3 for yes, 2 for sometimes, 1 for one piece of art, 0 for no art)	
	Score	
11.	Contains personal reflection of how the artwork was created	
	Score	
12.	Clearly demonstrates analysis and critical thinking about meaning in artwork	
	Score	

(Table derived from Fenwick, 2001; Misluk, 2012; Stevens & Cooper, 2009)

**Overall Grade: Based on the evaluation above and the student's performance this semester what overall grade would you give them (A-F) and why?**

\_\_\_\_\_ / 85 = \_\_\_\_\_ %

**100-90 A**

**90-80 B**

**80-70 C**

**70-60 D**

**60-50 E**